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## Annual Report, 2009

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# **Annual Report**

**University of Arkansas  
Global Campus  
School of Continuing Education  
and Academic Outreach**

**July 1, 2009-June 30, 2010**



**ANNUAL REPORT**  
**July 1, 2008 – June 30, 2009**  
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## SECTION I

### EXECUTIVE SUMMARY

The Executive Summary of the Annual Report for the School of Continuing Education and Academic Outreach is divided into two parts: Significant Achievements and Changes and State of the School.

#### **Significant Achievements and Changes**

Significant achievements and changes for the School of Continuing Education and Academic Outreach for 2008-2009 include the following:

1. The Global Campus opened a new 13,000 square-foot facility in Rogers in August 2008, in time for the beginning of the Fall semester. On October 24, 2008, there was a ribbon-cutting and dedication, which was featured in the January 2009 *Biz2Biz*, as well as *Celebrate Magazine* and other publications. In addition to the offering of courses leading to undergraduate degrees from the University of Arkansas, the Rogers location offers university graduate degree programs, customized or open-enrollment training, professional development programs, and executive education courses.
2. The University of Arkansas Global Campus sign went up along I-540 on October 31, 2008.
3. Chancellor G. David Gearhart appointed a 19-member Distance Education Task Force to consider opportunities to expand distance education programs at the University of Arkansas.
4. Cost containment and sustainability goals achieved with the credible financial management of the Financial Services Director and team in reducing unnecessary costs and School-wide efforts to promote green practices on day-to-day operations.
5. Collaboration with the Office of Admissions resulted in the design by Global Campus staff of an online summer program aimed at the University's entering freshmen to improve the success rate of students needing remedial English. The program focused on reducing academic deficiencies, while offering campus resources to students and community integration supportive of diversity and promotion of excellence.
6. Independent Study's additional enrollments in college courses increased from 2,718 in FY 2008 to 3,143 in FY 2009, an increase of 16.0%.
7. Creation of physical student folders was discontinued by production of electronic student folders that are associated with each new and existing student record. The physical folders are discarded as each electronic folder is created. This process allows for the reduction of need for physical file space.

8. A second offering of the online course, ENGL 0003 – *Basic Writing*, was made available at the beginning of the Summer 2009 term. A total of 16 students registered for the course. The successful completion of this class eliminates the need for creation of a Fall 2009 on-campus section of the class and places these students in line to begin their university experience without the need for remediation.
9. Global Campus teams won an Emmy Award and a 30<sup>th</sup> Anniversary Gold Telly Award for the Silas Hunt Documentary, which has now earned a total of eight video production awards for excellence in “documentary film.” Another Telly Award was received for production of a Global Campus promotional video.
10. An internal newsletter *The Global Gazette* was instituted as a way to keep staff informed and to celebrate School and staff accomplishments. The first issue of September 11, 2008 reported on a landscaping project with the City of Fayetteville to beautify the outside of School’s building on the Fayetteville Square.
11. The Annual Study Abroad Fair was held on September 23, 2008. The fair attracted over 800 students who signed up to receive more information about study abroad opportunities after the fair. At least 40 UA faculty and staff participated in addition to representatives from 15 outside program providers and universities.
12. The Arkansas Association of Two Year Colleges (AATYC) held its annual conference at the John Q. Hammons Center on October 12-13, 2008. The Global Campus had a booth in the Exhibit Hall and conducted an Industry Tour for those AATYC participants who signed up to visit the Rogers facility.
13. The Global Campus partnered with the Fayetteville Chamber of Commerce to sponsor a debate between two Fayetteville mayoral run-off candidates on November 17, 2008. The event was held in the large auditorium in the downtown center.
14. In collaboration with the University of Arkansas Art Department the Global Campus has begun displaying featured works by UA art students in its second floor lobby, greatly enhancing the aesthetic appeal of the building.
15. On January 22, 2009 Dean Linda Beene Ballard unveiled the Global Campus’ new informational video, found on the School’s website, [www.globalcampus.uark.edu](http://www.globalcampus.uark.edu), in a speech to the Rotary Club of Fayetteville.
16. The School continued to share a lease with three other University units for rental of a 20-seat football skybox. The School’s agreement and partnership for leasing a 12-seat basketball skybox, however, was terminated in March due to fiscal considerations.
17. On February 27, 2009 Dean Ballard presented to the Southeastern Conference Academic Consortium (SECAC) Academic Leadership Development Program a session entitled “State Higher Ed Perspective.”

18. The 4<sup>th</sup> Annual Autism Spectrum Disorder Symposium, sponsored by the College of Education & Health Professions and the Department of Curriculum & Instruction, was held at the Global Campus on March 4-5, 2009 and was again a great success. Attendees consisted of teachers, parents, health care workers and many others who care for those affected with Autism Spectrum Disorder.
19. Dean Ballard concluded the first Higher Education Leadership Institute in Little Rock on June 24, 2009. The program, a collaborative effort between the Global Campus and the Arkansas Association of Two Year Colleges, provided leadership training for 24 financial officers from Arkansas community colleges. The previous three sessions included: October 22-24, 2008 at the Global Campus Facility in Rogers, February 11-13, 2009 in Little Rock, and April 15-17, 2009 in Hot Springs.
20. Liz Stover, a Global Campus instructional designer, and Dr. Cheryl Murphy, a faculty member in the Curriculum and Instruction Department, designed an Educational Technology course that was selected as a 2009 Blackboard Exemplary Course and highlighted at BbWorld® '09 in July.
21. The School's Osher Lifelong Learning Institute was awarded a \$100,000 grant by the Bernard Osher Foundation to fund the third year of the Institute's programs and courses.
22. SCEAO staff used Elluminate to communicate with a state-wide committee of deans and directors from the University of Arkansas, University of Arkansas for Medical Sciences, Arkansas State University, and the University of Central Arkansas.
23. June 4, 2009 the School hosted a webcast "Taking Online Programs Global," taught by Dr. Bill Riffie, a seasoned instructor in leading distance education programs for an overseas student body. The webcast offered guidelines on market research, administrative issues, and cost-benefit analysis.

### **State of the School**

The opening of the Rogers facility was a great accomplishment for the Global Campus and the University of Arkansas in 2008. The Global Campus presence in the increasingly growing business area of Pinnacle Hills is a significant strategic achievement. Dean Ballard's leadership in her role as Associate Provost of academic outreach along with the support of the Associate Dean and the School's program directors resulted in the concerted efforts and hard work of the entire School staff to bring this facility to fruition. The economic downturn has resulted in a nation-wide interest in higher education, training, and retraining of the workforce, and the Global Campus is in a position to meet those needs locally and globally.

The increasing importance of distance education delivery prompted Chancellor G. David Gearhart's call for a University of Arkansas Distance Education Task Force, which held its first meeting May 6, 2009. The Task Force is co-chaired by Dean Jeff Shannon, Fay Jones School of

Architecture, and Mike Abbiatti, Executive Director of ARE-ON, and its 19 members are developing strategies to expand distance education and provide quality online degree programs consistent with the goal of increasing future online students at the University of Arkansas. Dean Ballard is a member of the Task Force and the School's staff plays an important support role in researching distance education models, preparing presentations and presenting at subcommittee and full Task Force meetings, as well as logistical planning for meetings.

Congruent with this campus effort, the University of Arkansas System has developed a system-wide Distance Learning Task Force, and while that effort is outside the purview of this annual report (its first meeting was July 10, 2009) it is worth noting that Dean Ballard represents the University of Arkansas Fayetteville on that Task Force. As distance education is expanded and increasingly integrated into higher education, the role that this School will continue to play at the University of Arkansas will be a vital one. While the Academic Policy Series includes a policy on Distance Education, 1650.10, which designates the School as the coordinating and reporting entity of distance education at the University of Arkansas, this policy has not been followed consistently. A renewed effort to work with campus academic leaders on full understanding of and compliance with the policy should be an important goal in light of the UA Task Force.

The creation of a School budget and a proposed financial model for distance education delivery at the University of Arkansas is critical and School staff have worked hard on these items in the past year. Although the summaries of School program areas that follow include some decline in revenue, both the current economic downturn and the fact that the School is in a state of transition are contributing factors. This unit's evolution from a Division to a School has necessitated internal management restructuring during the past year. Weekly team leader meetings with the Associate Dean were held to keep communication open, to provide guidance and support, and to reduce duplication of effort within the School's day-to-day operation.

The following report is submitted in the hope of identifying strengths, challenges, and potential weaknesses of the School so that we can continue to move forward in our particular role of supporting the mission and vision of the University of Arkansas.

### **Strategic Plans and Goals**

Five goals (#6-10 below) were added for the School since the previous reporting period in order to increase efficiency in its daily operations. The ten overarching goals for the School are as follows:

1. Increase outreach awareness and participation in preparation for a global presence
2. Expand transfer opportunities using web-based bachelor's degree programs, etc.
3. Provide diversity connections
4. Internationalize the student experience
5. Create innovative learning solutions through state-of-the-art digital technology

6. Provide leadership for new degree programs for quality off-campus delivery
7. Establish a plan consisting of policies and procedures for periodic review of credit and non-credit offerings and services
8. Formalize Internal Management Procedures
9. Continue Development of Financial Management Model
10. Continue Plan for Marketing Programs and Services

### Vision

The School of Continuing Education and Academic Outreach—the Global Campus—is the collaborative leader creating innovative learning solutions connecting the University of Arkansas and the world.

### Mission

The mission of the School of Continuing Education and Academic Outreach is to collaborate globally in development and delivery of quality, innovative, and student-centered offerings of the University of Arkansas, addressing both the formal and informal educational needs of the state and beyond.

### Academic Outreach Opportunities

**In response to the vision and direction of the university's leadership, the School focused on its goal of increasing outreach awareness and participation in preparation for a global presence.** These efforts included collaboration with the following:

A determination was made with the Bumpers College that market research would precede course development to establish priorities and confirm potential markets and alliance partners for online programs in the college. The overall goal was identified as the expansion of educational opportunities in agriculture and related sciences, either independently or in partnership through course exchange cooperatives with other universities.

Development of an online Master of Social Work (MSW) program for the Fulbright College of Arts and Sciences focused on the completion of courses resulting in expanded opportunities for students in unserved or underserved markets with which to earn this graduate degree from the university.

Plans were discussed with the College of Education and Health Professions (COEHP) regarding the completion of online courses/programs, supported by appropriate promotion, which will result in expanded participation and student success. Additional development focused on the College's Center for the Utilization of Rehabilitation Resources for Education, Networking,



Training, and Services (CURRENTS), otherwise known as the Rehabilitation Continuing Education program, to result in training and service delivery support being provided to rehabilitation consultants, thus allowing them to focus primarily on the program, with attention to administrative details given by the Global Campus.

Relative to existing collaboration with NorthWest Arkansas Community College (NWACC) for the Bachelor of Science in Elementary Education (BSE) degree and in response to NWACC's recent space limitations, the university's establishment of an outreach post near that campus was necessary to fulfill program delivery expectations and respond to interest in university programs.

Other discussions occurred with COEHP regarding its Professional Development Academy's programs and events, including the Annual Literacy Conference. Efforts included enhanced, flexible support contributing to the development of a mutually-beneficial relationship, thus enabling the academic units to mainly focus on program content, while the school focused on providing coordination of and service support for the college's defined activities.

Strategies were developed with the College of Engineering to provide market research to precede course development in establishing priorities and confirming potential markets and alliance partners. Online courses/programs would result in an expansion of learning opportunities for the college's cooperative education students, architectural and civil engineers requiring professional development hours in order to practice, and others, including military personnel and individuals directly involved in the development of countries.

Further partnership development focused on the college's online Master of Science in Engineering (MSE) or Master of Science in Engineering (MSEM) programs to prioritize the development of those online courses already approved for distance delivery. A market research comparison of the demand and markets for both degrees would be conducted.

Collaboration with the Office of Admissions\Student Remediation and Retention resulted in the design of an online Summer pilot program aimed at the university's entering freshmen to improve the success rate of students needing remedial English and mathematics through the recruitment of high school seniors with identified remediation needs. The program focused on reducing academic deficiencies, while offering campus resources to students and community integration supportive of diversity and promotion of excellence.

An online Human Resources Education and Resource program was designed for Human Resources and resulted in simplistic searching or indexing by users.

The outcome of partnership with the Office of Student Involvement and Leadership would result in contracting performing artists for the promotion and production of shows beneficial to university students. As such, the School would accept responsibility for securing various artists, as well as arranging and producing campus concerts, which would be based on a contract previously approved by the Institution's Board of Trustees. Acting on behalf of the university,

the School would involve appropriate university offices in the execution of responsibilities within university and State of Arkansas guidelines, thus minimizing university liability, while enhancing the student community overall.

A redevelopment of the School's Independent Study Program ensured course quality, based on academic unit involvement, as well as expanded student support and access. Through the presentation of flexible learning options, the same quality, benefits, and support of any university offering is now provided. Similarly, an enhancement of distance education opportunities resulted.

Delivery and support services for the Office of Study Abroad and International Exchange were addressed, procedures were streamlined and redevelopment of campus-wide support for learning opportunities increased study abroad and international learning participation for university students, as well as for non-degree seeking students from other markets. Enhancement of international learning may include online development of pre- and post-instructional modules and promotional support.

Additional plans were made relative to the School's Osher Lifelong Learning Institute (OLLI) to further develop the existing Institute, with an emphasis on expanding the program to Central Arkansas, possibly in cooperation with the University of Arkansas at Monticello. "OLLI in the Ouachitas" was also held in varied locations in Hot Springs and served approximately 25 members.

Cooperation with the Walton College's Career Development Center resulted in a newly created web site to offer online interactive technology to engage students in career planning and preparation. Instructional units can be customized to document career development from high school graduation through university program completion and beyond.

The Global Campus in Rogers was used in Fall 2008 and Spring 2009 to fulfill program delivery of the Walton College's General Business Major (BSBA) degree expectations and to respond to interest in university programs. The School participated in the reevaluation of Walton College's Executive MBA (Shanghai, China) degree program – designed to be of mutual financial benefit – with the aim of enhancing support for students and faculty.

**Dean Ballard served as chair of the university's Committee on Student Transfer, a significant step toward the School's goal of expanding transfer opportunities using web-based bachelor's degree programs.** The committee worked on a plan to invite the chief academic officers and student services administrators of Arkansas two-year colleges for a day of roundtable discussions regarding transfer issues with UA counterparts. Dean Ballard worked last fall on a proposal to NorthWest Arkansas Community College for a dual enrollment, "bridge program" modeled after the University of Alabama/Shelton State Community College model. Progress on the proposal is on-going.

## Diversity

**To achieve the goal of providing diversity connections, the School recognizes the need to increase the diversity of its faculty, staff, and student body as a major objective.** In order to enhance educational diversity, the School seeks to include individuals from varied backgrounds and with varied characteristics such as those defined by race, ethnicity, national origin, age, gender, socioeconomic background, religion, sexual orientation, disability, and intellectual perspective. In late 2008 Dean Ballard formed a Diversity Committee to develop and implement a diversity plan. The committee identified three objectives: 1) ensure an inclusive, affirming learning climate for all members of the Global Campus/University of Arkansas community; 2) provide a means for varied prospective of a diverse University and society to be reflected in the Global Campus community; and 3) Participate in the effort to promote an environment of inclusiveness that encourages opportunities for all underrepresented populations with realistic recruitment and accountability measures.

The following action steps were also identified: development of web-based instructional modules as a resource to students and the UA community; active recruitment of faculty, staff, and students from underrepresented areas in Arkansas; training for leadership positions; development of a diversity section in the school-wide news *The Global Gazette*; encouragement of funding initiatives for diversity programs; promotion and support of UA diversity employment initiatives; and the creation of structures and facilities that encourage staff, faculty, and student contributions toward diversity issues.

A notable diversity achievement is the fact that the administrative leadership of the School includes a first ever appointed Arkansas female as Dean and Associate Provost, a female Associate Dean, and two African-American program Directors. Permanent resident status requirements were completed on two of the School's immigrant employees; achievement of permanent resident status will result in both employees being required to file no further immigration documentation as a condition of continued employment, and they can become full-time staff members.

The School's employee distribution as of June 30, 2009 is as follows: Out of a total staff of 50, 68% are female and 32% are male. Employees designated as Caucasian comprise 84%, African American 6%, Hispanic 2%, Native American 2%; Asian or Pacific Islander 0%, Other or Unspecified 2%, and Non-Resident Alien 4%. In accordance with university and School diversity goals, the Office of Credit Studies has updated its application materials to capture racial and ethnicity information for enrollment reporting next year.

## SECTION II SUMMARIES

A summary of the accomplishments of each SCEAO unit for the reporting period of July 1, 2008 to June 30, 2009 is provided below.

### **Administrative Services**

The School continues to work on a cohesive, team-based effort to improve the quality and efficiency of distance education delivery in the state of Arkansas and the world. In weekly team leader meetings with the Associate Dean, regular Global Campus Administrative Council meetings, and frequent school-wide staff meetings, the School continually works together to achieve agreed-upon goals.

**To achieve the goal of formalizing internal management procedures, an effort is currently underway by the School's Policy and Procedures Committee to draft an online handbook of School policies and procedures, similar to other colleges in the university.** While School policies and procedures have not previously been documented in one central location, the committee believes such documentation is valuable not only for current staff, but for new employees as the School continues to grow. Suzanna Hicks, who joined the School as Assistant to the Dean and Associate Provost in February 2009, serves as chair of the committee.

The former Executive Assistant to the Dean and Associate Provost, Cindy Shackelford, was promoted to Director of Administrative Services in November 2008 and has been instrumental in a significant reorganization of the School's administrative services, including alignment of support staff positions, resulting in enhanced performance within the unit.

Ms. Shackelford represented the School at a variety of events and training sessions throughout the year, including the 2009 Arkansas State Human Resources Conference and Expo in Hot Springs and monthly meetings of the Northwest Arkansas Human Resources Association in Springdale. In addition to serving on various University committees, including the Hiring Process Review Task Force and the Recruitment and Retention Council, she also served on the School's Policies and Procedures Committee and various position searches.

### **Business Development**

**The accomplishment of the School's goal to continue its plan for marketing programs and services included the Business Development Team's attraction, retention, and expansion of the business of the Global Campus.** Achievements included optimization of its website search engine, and the creation of four social networking sites to promote Global Campus distance education to 503 million users. Tracked website visits rose from 11,127 in 2007-08 to 142,710 in 2008-09. The team created a three-minute marketing video for the Global Campus that received a 2009 Telly Award for excellence in film and video production. It was certified and submitted for a 2009 Emmy Award. Advertising summary for the School includes the following increases from the previous reporting period: brochures distributed rose from 200 to 5,000,

promotional items distributed from 300 to 3,000, advertisements placed from 2 to 14, and marketing leads generated from 0 to over 8,000.

The staffing of an office and implementation of digital signage promoting UA degree programs at the University Center at Mid-South Community College (MSCC) was a significant achievement and the team participated in MSCC's College Fair. Over 1,000 region-specific brochures and promotional items created by the team were distributed in the West Memphis area.

Participation in public relations events including trade shows, festival and conferences increased from one last year to seven this year. Five Global Campus presentations were made to organizations for the first time. A one-year contract with Northwest Arkansas Regional Airport (XNA) to run advertisements on their new digital signage system throughout the terminal beginning April 16, 2009 was obtained with an outreach encompassing over 2 million passengers and visitors per year with messages seen over 2,500 times daily. A series of posters, flyers and brochures with Global Campus distance education information was developed and placed on bulletin boards, supermarkets, two-year colleges, on campus, employment offices, community centers and other locations across the state.

The team developed and enhanced collaborative partnerships with the World Trade Center, Arkansas Economic Development Commission, Arkansas Association of Two-Year Colleges, Arkansas Press Association and others. Team Leader Chris Erwin was appointed to the Sustainability Council where he serves as co-chair for the Social and Community Outreach subcommittee. In this role Mr. Erwin made considerable contributions to the council, including production of a promotional video on the University's sustainability efforts, which was widely distributed. A contract with the Arkansas Economic Development Commission was achieved to produce a recruitment video for the Aerospace Industry. Collaboration with the University Sustainability Council, the World Trade Center, NWA Food Bank, and Tyson Foods to collect food donations for World Food Day in October of 2008 resulted in a donation of 60,000 lbs of non-perishable food items to the NWA Food Bank.

### **Conferences, Special Programs, and Professional Studies**

In 2008-09, Conferences, Special Programs, and Professional Studies presented offerings in five major areas. The School's Computer Training Network provided quality, instructor-led courses designed to help students gain the skills necessary to become more productive. Customized training content was offered in order to meet specific objectives and goals of each customer, and the mobile training lab was available to be taken to any location for delivery of onsite classes. Assistance was offered to qualified companies in completing applications for Existing Workforce Training Program (EWTP) grants in order to offset training expenses.

Conferences, Planning Services and Facilities were handled by a team of professionals who helped plan, budget and implement first-class meetings, conferences and events, designed to fit customers' individualized needs. Each event was assigned to a personal conference coordinator who realized the importance of attention to detail in planning; therefore, whether

the program was for 40 or 400 attendees, accommodations were easily arranged with the use of flexible space for meeting rooms and exhibit areas that were tailored to fit specific needs.

The total number of non-credit classes and events, including both administered and sponsored programs decreased by 20% due to economic conditions. Administered programs (those wholly sponsored by an external client) went from 141 in 2007-08 to 91 in 2008-09 and sponsored programs (those supported all or in part by the Global Campus) went from 199 in 2007-08 to 179 in 2008-09. A major cause of the decrease is the loss of a training contract with J.B. Hunt, which cut its training budget. It should be noted that major efforts to establish new programs and partnerships are ongoing and include the Community Music School, Non-Profit Management Certificate Programs, Global Trade Certificate Program, Social Work Professional Education, Human Resource Re-certification Programs, and Teacher and Administrator Professional Development Programs. The number of enrollments in non-credit classes and events declined by 17% in 2008-09 and this figure is directly tied to the number of classes and events held. Reasons for the decline are the same as stated above.

Additional accomplishments for 2008-09 included the nine Elderhostel programs conducted with 270 participants at six different sites. Collaboration with the City of Fayetteville increased and a number of city events were held in the conference center. These included the new mayor's "Fayetteville Forward Summit" and the Twist of Green Festival. Integration with the local arts community was initiated, beginning with the revamping of the conference center's main lobby into a gallery space. Local ceramics and watercolor artists displayed their work; most notably, Myrtle Laabs, who continues to paint at the age of 105. The University's Art Department provided collaboration on locating and scheduling artists, as well as consultation for creation of the gallery space. Planning continued toward a collaborative project for a global trade certificate to be offered with the Arkansas World Trade Center in Rogers, and the initial course was launched in June 2009.

Professional development courses administered by the School in cooperation with other University units were as follows:

- a. Advanced Placement Summer Institute (Honors College)
- b. Arkansas Water Resources Annual Conference (Arkansas Water Resources Center)
- c. Electric Meter School (College of Engineering)
- d. Third Annual RAZOR Fitness Sports Medicine Symposium (College of Education & Health Professions)
- e. Autism Conference (College of Education & Health Professions)
- f. Arkansas IDEa Network of Biomedical Research Excellence (INBRE) Conference (College of Arts & Sciences)
- g. Food Labeling Workshops (College of Engineering and College of Agricultural, Food & Life Sciences)
- h. Fourth Annual Literacy Symposium (College of Education & Health Professions)
- i. Field Instructors Meetings (College of Arts & Sciences – School of Social Work)
- j. Faculty Workshop (UA Teaching Academy)

Support was provided in professional development and conference-related activities for the University's recruitment and retention efforts by the academic units. For example, the School worked with the Honors College to host the Advanced Placement Summer Institute. Additionally, the School continued to support a variety of youth-related academic activities in cooperation with the College of Arts and Sciences' Department of Music, including the Children's Choir, Suzuki Music School of Arkansas, Junior and Senior High Band Camps, Junior/Senior High Orchestra Camp, and Sequoyah Music Festival.

A total of 153 professional programs qualifying for Continuing Education Units (CEU) were administered, serving 2,350 participants. This is a decrease from last year's reported 209 CEU programs. Partnership with the Walton College's Center for Management & Executive Development and UA Human Resources Department was renewed, to sponsor the Disney Institute's Keys to Excellence training program. Many team policies and procedures were reviewed and revised in an ongoing effort to work in the most efficient manner, including the conference space and services pricing menu, handling rental inquiries, processing and archiving letters of agreement, monitoring supply inventories, and more. A procedure for tracking and analyzing seasonal conference center and conference service business was established and implemented. An internal campus-wide web site was published for the purpose of providing information about workforce education reporting.

The Osher Lifelong Learning Institute successfully completed its second year of operation having reached a total of 376 members. A total of 86 different classes, workshops and field trips were conducted during 2008-09, serving a total of 807 participants. The good work completed in year two of the Osher Institute resulted in approval for the third year of funding.

Campus-wide collaboration continued to play a key role in promoting the Institute, as University units were involved in planning and instructing courses and promoting the Institute. Those units included:

- a. Arkansas Alumni Association
- b. College of Agricultural, Food & Life Sciences' Pauline Whitaker Equine Science Center
- c. College of Arts and Sciences' Department of Geosciences
- d. College of Arts and Sciences' Department of Journalism
- e. College of Arts and Sciences' Department of Music
- f. College of Arts and Sciences' Middle East Studies Program
- g. College of Education & Health Professions' Department of Curriculum & Instruction
- h. College of Business' Applied Sustainability Center
- i. Cooperative Extension Service
- j. Museum Collections

Likewise, the Institute benefited from the cooperation of many local organizations, which offered meeting venues, instructional expertise, promotional assistance and other resources geared toward increasing membership and offering high quality learning experiences. Those partners included:

- a. Area Agencies on Aging

- b. Arkansas State Parks
- c. Botanical Garden of the Ozarks
- d. Branson Railway
- e. Butterfield Trail Village Retirement Community
- f. Crystal Bridges Museum of American Art
- g. Eureka Springs Advertising & Promotion Commission
- h. Fayetteville Police Department
- i. Fayetteville Public Library
- j. Headquarters House
- k. Nightbird Books
- l. Rogers Little Theatre
- m. Shiloh Museum of Ozark History
- n. Son's Chapel
- o. TheatreSquared
- p. Tontitown Historical Museum
- q. Turpentine Creek Refuge
- r. University of Arkansas Retirement Association
- s. Walton Arts Center
- t. Washington County Genealogical Society

### Digital Operations

**In support of the School's goal of creating innovative learning solutions through state-of-the-art digital technology, the area of Digital Operations is critical to the success of the School.** A summary of 2008-09 achievements includes the completion of the Global Campus computer network at Rogers. This major undertaking included finalizing connectivity of 12,000 feet of network cabling, installation of 8,000 feet of audio and video cabling, and passing network connectivity testing. Twenty workstations were delivered and loaded with applicable software. Setup of private domain (Active Directory, DNS, DHCP, Print Server, File server, and adding computers and users to the domain) was conducted, as was setup of WIFI network and installation of Axis TV channel player and monitor for digital signage. A new backup platform, DPM, was completed and deployed in the School's data center as well as the Disaster Recovery site/UITs. The team upgraded AxisTV, Blackboard, Tegrity, and Symantec Ghost Solution Suite and added Dell, MOSS 2007 and DPM 2007 management packs to the Microsoft Operations Management (MOM) server.

To support the School's distance education, implementation and testing of a high availability environment for Blackboard and Tegrity servers was performed for production in Fall 2009. The team completed online registration for Conferences and Special Programs. Digital Operations also achieved daily management of the following: SCEAO's Enterprise data center, CTMS LAN, STAB LAN, DR site at UITs, and the Global Campus LAN in Rogers.



## Distance Education Programs and Courses

**In order to achieve the goal of providing leadership for new degree programs for quality off-campus delivery, the School's Distance Education Programs and Courses areas presented various offerings**, including Graduate Degree programs offered to working professionals when traditional on campus programs are not an option. Delivery methods vary with programs available by Compressed Interactive Video (CIV), web-based, or a combination of the two. A wide variety of Independent Study Courses are available in the traditional print-based format, as well as web-based delivery. Licensure and Certificate Programs include current offerings of: An Alternative Licensure Program in Special Education, a graduate certificate in Autism Spectrum Disorders, as well as certificate programs in Food Safety, Gerontology, and Hazard Analysis and Critical Control Point (HACCP) that are approved for online delivery.

Several undergraduate degree programs are available for distance delivery by various University units including a BSBA in General Business from the Walton College and a BSE in Human Resource Development degree-completion program from the College of Education and Health Professions.

Distance Education Programs and Courses' 2008-09 achievements for the entire University includes 22 degree programs offered at a distance through various delivery options including CIV, web-based, off-campus, or a combination of delivery methods. Of the 22, two are off-campus programs with face-to-face courses at distant locations, nine are web-based and nine are offered through a combination of CIV, web-based, and/or on-campus courses. All certificate and licensure programs are web-based. Of the 22 degree programs, 17 are graduate programs and four are undergraduate programs. Of the 22, 13 are from the College of Education and Health Professions, three are from the Bumpers College, three are from the Walton College, and two are from the College of Engineering. Of the five certificate/licensure programs, two are from the Bumpers College, two are from the College of Education and Health Professions, and one is an interdisciplinary certificate offered through the Graduate School.

### **Independent Study**

There are 37 Independent Study courses available now via the Web. This number has remained steady since the prior reporting period. Independent Study's enrollments in college courses increased from 2,718 in FY '08 to 3,143 in FY '09, an increase of 16.0%. Creation of physical student folders was discontinued by production of electronic student folders that are associated with each new and existing student record. The physical folders are discarded as each electronic folder is created. This process allows for the reduction of need for physical file space. From an estimate of almost 26,000 existing folders, 13,069 were converted to electronic format at the end of the fiscal year. Records management staff received training in the use of Adobe Acrobat Professional software.

Four courses were revised or developed for web-delivery and three are currently in development. A second offering of the online course, ENGL 0003 – Basic Writing, was made

available at the beginning of the Summer 2009 term. A total of 16 students registered for the course. Supervision of 2,826 examinations was conducted on-site, inclusive of 92 examinations from non-University of Arkansas programs. Based on additional enrollments, a total of 9,218 SSCH were generated. The mean grade for college students was 3.00 or B. During the last fiscal year, Independent Study authorized revisions in nine college courses and development of two new college courses.

### **Off-Campus Classes**

Degree programs approved for distance delivery include the following:

1. BS in Engineering (CIV/Web-Based/Face-to-Face Combination)
2. BSBA in General Business (Off-Campus)
3. BSE in Elementary Education (Off-Campus)
4. BSE in Human Resource Development (Web-based)
5. MBA in Business (Web-Based/Campus Combination)
6. MEd in Educational Leadership (CIV/Web-Based Combination)
7. MEd in Educational Technology (Web-Based)
8. MEd in Elementary Education (Web-Based/Campus Combination)
9. MEd in Physical Education (Web-Based)
10. MEd in Special Education (Web-Based)
11. MEd in Workforce Development Education (Web-Based)
12. MIS in Business (Web-Based/Campus Combination)
13. MS in Food Safety (Web-Based)
14. MS in General Agriculture (CIV/Web-Based Combination)
15. MS in Health Science
16. MS in Human Environmental Sciences (CIV/Web-Based Combination)
17. MS in Nursing (Web-Based)
18. MSE in Engineering (Web-Based)
19. EdD in Educational Leadership (CIV/Web-Based Combination)
20. EdD in Workforce Development Education (Web-Based)
21. EdS in Curriculum and Instruction (Web-Based)
22. EdS in Educational Leadership (CIV/Web-Based Combination)

Certificate/licensure programs currently being offered at the University of Arkansas are a 15-hour graduate Certificate Program in Autism Spectrum Disorders (web-based), and a 15- to 18-hour graduate Additional Licensure Plan in Special Education (web-based). Certificate/licensure programs approved for distance delivery include an 18-hour interdisciplinary graduate Certificate Program in Gerontology (web-based), a 15-hour graduate Certificate Program in Autism Spectrum Disorders (web-based), a 15-hour undergraduate Certificate Program in Food Safety Manager (web-based), and a 15-hour undergraduate Certificate Program in Hazard Analysis and Critical Control Point (HACCP) Coordinator (web-based).

The Distance Education Programs and Courses area provided consultation and support to University of Arkansas colleges and schools in conducting 362 classes with a total of 4,953

enrollments, producing 14,624 SSCH. This compares with 407 classes with an enrollment of 5,292 during FY 2007-08, a 6.4% decline. The largest number of enrollments at a specific site was Global Campus-Rogers with 11.0% of all enrollments. Online enrollments continue to exceed traditional site based enrollments for off-campus classes. Online enrollments represent 77% of total enrollments. Testing sites were arranged for 113 students to take 305 proctored exams.

Highlights of a few of the activities and achievements of Distance Education Programs and Courses staff for 2008-09 include collaboration with Media Services to produce videos for the UA Career Development Center's Professional Development Institute, instructional design and technical support for Legal e-Source, an ongoing collaborative project with the School of Law to provide timely, web-based legal information and guidance for non-profit organizations in the state of Arkansas, and provision of instructor training and student support. Liz Stover, a Global Campus Instructional Designer received the 2009 Blackboard Exemplary Course award, which recognizes best practices for designing high quality online courses. The team developed 23 new web-based courses offered during 2008-09 and updated, revised, and prepared over 200 existing courses for online delivery. University committee service of Director Gary McHenry includes Registration and Class Scheduling Systems Coordinating Committee, Academic Advisory Council on Undergraduate Curriculum, Student Information System Steering Committee, and Sustainability Program Steering Committee. Members of the team served on the campus Sustainability Council, the School's newly formed Diversity Committee, and volunteered for various campus and community projects and events.

### **Financial Services**

**The School's goal of continued development of financial management model was significantly accomplished by the Financial Services unit in 2008-09.** The unit collaborated with Verisource, LLC in the design and implementation of an online registration system, which allows the School to create customized registration pages for each event and client to register for events with the option of paying online by a credit card. Through continued review and analysis of school budget, the following cost containment measures were implemented. Installation of all media equipment and pulling of over 20,000 feet of network and audio/video cable for the Rogers Facility saved approximately \$45,000 in additional labor costs. Installation of a photo cell on the Global Campus interstate sign to minimize power usage during daylight hours resulted in cost savings of approximately \$1,080 annually. Cable usage was reviewed and services were appropriately reduced, saving \$515 per year.

The in-house mail operation was terminated, which saved approximately \$21,183 per year. The purchase of used furniture and making necessary repairs resulted in cost savings of \$440. The utilization of Chyron training by webcast, eliminating travel costs for an on-site trainer, saved \$2,700. The elimination of off-site CIV administration fees was negotiated, since there were only a few students at each site. Thereafter conversion of the program from CIV to the Web eliminated all administration fees and saved \$25,000 annually. The delay in filling several

positions after employee resignation produced a FY09 cost savings of \$208,550 and will be used for phase II of a software development project during FY10.

Development and proposal of a new revenue sharing model for distance education programs offered in the Fall and Spring semesters and data collection for the School's new Management and Financial Information System Request for Proposal were begun in 2008-09 and are ongoing.

### **Media Services**

**To accomplish the goal of creating innovative learning solutions through state-of-the-art digital technology, the office of Media Services supported and enhanced the School's meetings and activities with a variety of media methods, ranging from remote productions to multimedia presentations.** A summary of Media Services' 2008-09 achievements includes successful assistance in launching the Global Campus in Rogers, including determining equipment needs, designing the technological layout of rooms, ordering equipment, installing some of the equipment and wiring, and overseeing the build out of the space. The team received a Classic Gold Telly Award for *Silas H. Hunt: A Documentary* and a Bronze Telly Award for the Global Campus Video. Additionally, Global Campus and Sustainability videos were entered in this year's Regional Emmy Awards. Director Mandel G. Samuels was also invited to participate on a judging panel for the 2009 Emmy Awards.

Audio-supported events included:

- a. School of Law building dedication
- b. School of Architecture renaming
- c. Fowler House dedication
- d. UAPD accreditation hearing
- e. New dormitory dedication (Maple Hill)
- f. Sculpture symposium
- g. Distinguished lecture series (President George H. W. Bush Senior; Basketball player Magic Johnson)
- h. General, Bumpers College, and Law school commencements
- i. Multiple recordings of the University Symphony Orchestra, the Schola Cantorum, and the Razorback Marching Band.

Purchase of new audio equipment for increased efficiency included an Azden FMX-42 Professional Field Mixer and four Countryman Isomax microphones. Major equipment purchases/replacements/upgrades included microphones, camera test pattern charts, a Sierra 64x64 High Definition router, Ikegami LCD monitors, software packages for the video post suite, Sony PDW700 High Definition XDCAM cameras and decks, a Rimage DVD Printer, a life-size video conferencing unit, an Audio Precision SYS-2722 analog and digital audio measurement instrument, a Sencore CP5000 Colorimeter, a Tektronix WFM 7120 HD Waveform Monitor, and a Mini-split air conditioning unit for Rogers IT room.

Video events supported by Media Services include University Commencement, Distinguished Lecture Series, Convocation, Ready Razorback, ESPN Uplinks, and the naming of the Fay Jones School of Architecture. Repeat clients included the University of Arkansas Special Events, Fayetteville Public Schools, John Brown University and the Literacy Symposium. Additional events included the dedications of the Maple Hill dorms, the NCREPT facility, the Fowler House, the Law School, as well as the University Board of Trustees, Board of Advisors meetings, and the UAPD accreditation hearings. The team also served the Athletics Speaker Series, Legal e-Source project, "Greenhouse Management On-Line" – new joint production with Professor Mike Evans in the Horticulture Department – Sustainable Agriculture Research and Education or SARE, also for the Horticulture Department.

Other projects for the past year include the Roy Reed Lecture Series, Rock Camp video for First Year Experience, U of A Band and Symphony recordings, Inspirational Singers Concert, City of Fayetteville Mayoral run-off debate, multiple press conferences including Arkansas Poll, and Ronnie Brewer donation. Two usually recurring events were not supported in the past fiscal year: the University of Arkansas' Towers of Old Main event held at the Town Center and the Cox Communications Media Meeting. The clients chose to use an outside firm to provide their multi-media needs.

A summary of services by Media Services with comparative figures from last year follows:

	<u>2008-09</u>	<u>2007-08</u>
1. Audio		
a) Field recording, mixing, and editing (hrs)	302	198
b) Public address and sound support systems (hrs)	150	225
c) DVD duplications	751	699
2. Video		
a) Production of single- and multi-camera recordings (hours)	403	384
b) Duplications and transfers (hours)	757	699
c) Videotapes	131	65
d) Video editing (hours)	197	171
3. Satellite Services		
a) Uplinks	45	31
4. Equipment Rental/Loan		
a) Videotape recorders	31	27
b) Audio equipment	353	296
c) Computers	51	37
d) Miscellaneous Equipment Rentals (easels, carts, flip charts, etc.)	351	316

In addition to designing rooms, recording the symphony, producing videos, etc., Media Services assisted other Global Campus units in reaching their goals. Examples of this include:

1. Producing videos for the business development team to be used in a digital signage system or for promotion.
2. Working with conference personnel and their clients to provide best technical solutions for events.
3. Communicating continually with digital operations to maintain server needs, as well as computer software and hardware needs for capturing and editing audio and video material.
4. Duplicating and producing various media materials for distance education and Independent Study.

### **Study Abroad and International Exchange**

**The Global Campus's Study Abroad and International Exchange office played a crucial role in the goal of internationalizing the student experience.** In spite of a poor economy, students were still eager to study abroad, with over 1,200 prospective students actively seeking information from the Study Abroad Office about program opportunities. While the final study abroad enrollment of 622 reflects a 2% decline from 630 students in 2007-2008, this can be attributed to the cancellation of two programs in Mexico due to the H1N1 virus.<sup>1</sup> Proposals for 24 UA faculty-led short-term programs were submitted, each providing up to six credit hours. Two of these programs were cancelled in the early spring due to low enrollment. All others attracted sufficient enrollment to move forward. Visually attractive postcards were developed to promote UA administered programs at the annual study abroad fair, and throughout the recruiting season.

There was closer cooperation with the Fay Jones School of Architecture in handling the administrative and support services for their semester programs at the UA Rome Center, the Landscape Architecture Study Tour in Europe and the Urban Design Studio in Mexico City. The UA Rome Center program enrolled 53 students from the Fay Jones School of Architecture, Fulbright College and Bumpers College during the Fall 2008 and Spring 2009 semesters.

The study abroad team engaged 21 partner institutions/organizations and served as primary contact for 46 exchange students. Three exchange transfer students from the University of Regensburg were hosted under an FIPSE grant awarded to the Department of Chemistry for the Atlantis Dual Bachelor Degree of Science Program. Administrative and student support was also provided for a double M.S. degree in Rural Development and Agricultural Economics between the UA and the European Union - IMRD Consortium. In the summer of 2008, the Office of Study Abroad transferred the International Visiting Student program to the Office of International Students and Scholars in order to focus on reciprocal exchange programs. The International Student Exchange Program (ISEP) offers a number of exchange possibilities and the office will apply for institutional membership next year if sufficient resources are available.

Staff training by the Registrar's Office was conducted in August 2008 to register students administratively for the study abroad "placement holder" courses. This allowed for a much

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<sup>1</sup> It should be noted that these statistics encompass the period from September 1 to August 30.

more efficient enrollment process for students approved to participate in non-UA study abroad programs. Dialogue with Institutional Research and Registrar's Office resulted in plans to improve the institutional tracking of study abroad activity. As in the past, Distance Education and Enrollment services team member, Nancy Arnold, provided significant support in the admission and registration process for students participating in these international programs. In April 2009, a Faculty Leader Training was held for the summer study abroad programs. Study Abroad staff were joined by representatives from SCEAO Accounting, Pat Walker Health Center, and the Dean of Students office to review and discuss good practices in accounting, health and safety, and how to deal with student behavioral issues.

The Annual Study Abroad Fair was held on September 23. Over 800 students signed up to receive more information about study abroad opportunities after the fair. At least 40 UA faculty and staff participated, in addition to representatives from 15 outside program providers and universities. Matching funds provided by the Honors College allowed sponsorship of a pre-fair breakfast for program providers to meet with UA college advisors and administrators. Three program providers made brief presentations, followed by round table discussions. The event was very successful and we hope to make this invitational breakfast an annual event.

Recruitment efforts included at least 10 university-wide events for prospective high school students, including leading a student panel discussion at the Honors College Annual Convocation, presenting to junior high and high school students at the pre-college summer programs, and participating in "Saturday at the University." Additionally, staff provided information at a table at all summer orientation programs and gave more than 25 class presentations to promote study abroad during the fall and spring semesters. The Study Abroad website was redesigned and a much improved version was launched in mid-July 2009.

Two versions of a blackboard study abroad orientation course were established for students going on a UA administered program or planning to study abroad through another institution or program provider. A total of \$10,000 in general scholarship funds was again provided to the Study Abroad Office to provide travel grants for students who had not received significant funding from any other source. Thirty-two students were offered STAB grants ranging from \$400 for a summer program to \$600 for a semester long program.

Aleshia Sokoloski continued to serve as the advisor for SASA and assisted the student executive committee in sponsoring a number of successful events, including the Fall Welcome Back, Welcome Home Picnic, the Spring Bon Voyage Picnic, and the annual Study Abroad Photo Contest as part of International Education Week in November. SASA also collaborated with ISO (Int'l Students Organization) in Razorbash and a Friday Night Live event. Laura Moix continued to lead the "PALS" program, which engages past study abroad participants in the welcoming of new exchange students each semester. These students volunteer their time to pick up the new students at the airport, take them shopping, show them around campus, and introduce them to student life in Fayetteville.

Hosting of visitors including: 15 Program Providers; President Mohammad Khair Ahmed Abu-Qudais; President of Yarmouk University, Irbid, Jordan on December 9; Ms. Natalya Anoshkina: funded by the Russian International Education Administrators Program (under the Fulbright Program), here for 6 weeks (March –April) to work with international education professionals; Mr. Walter Jackson and Mr. Andrew Reiss: conducted Fulbright Scholarship and Grants workshops for faculty and students in April; the director participated in meetings with several additional international guests here to explore collaborative arrangements, including, but not limited to, representatives from Italy, India, Vietnam and the Ukraine.

Director DeDe Long continued in her second year as the Vice President for Public Policy and Practice for NAFSA: Association for International Educators; this role includes serving on the Executive Committee of the NAFSA Board of Directors. She was also named Employee of the Year and was honored at the October 2008 UA Employees Banquet. Laura Moix was selected for professional training under the NAFSA Academy VI program and attended her first annual NAFSA conference in May.

Summary of Enrollment

Semester/year: 184 (30%) Short Term/Summer: 437 (70%)

Total Enrolled in Honors College: 310 (54% of the undergraduate enrollment)

Enrollment in UA administered programs: 373 (60%)

Enrollment in affiliated or other non-UA Programs: 249 (40%)

Top Program Providers (non UA):

ISA	46	Lorenzo de Medici	8
AIFS	38	Asia/AustraLearn	7
USAC	25	SIT	7
Italy Business Consortium	20	Alliance	5
SAI	11	KU	5
CIEE	8	LSE	4
OTS	3	Semester at Sea	3

**Global Campus at Rogers**

The Global Campus at Rogers was officially inaugurated in October with a Ribbon Cutting and Open House attended by 78 participants. However, the state-of-the-art facility began hosting classes in August 2008, supporting delivery of credit and degree-completion courses for the College of Education and Health Professions and the Walton College. Additionally, the Fulbright College of Arts and Sciences held course offerings in the areas of English, History and Geosciences for open enrollment. Distance Education and Enrollment Services received requests for a total of 32 courses during Fall 2008, Spring 2009 and Summer 2009 terms, which resulted in an overall enrollment of 537 students.



Conferences, events, and room rentals for private events were customized to meet the needs of the customer. Events were carefully planned and coordinated around the credit classes. The following organizations utilized the Global Campus Rogers facility to serve 483 participants: Dale Carnegie Seminars, UA Chancellor's Office, UA Student Affairs Office, Mitchell Communications Group, International Association of Administrative Professionals, Verizon Wireless, Public Relations Society of America, Exit Realty, Walmart, Fayetteville Public Schools, and American Society of Interior Designers.

The Rogers facility hosted 54 non-credit and professional development courses for non-degree seeking individuals. Programs included SHRM Learning System Course (HR certification exam preparation course), Higher Education Leadership Institute (HELI), and Global Trade Certificate—Global Business Environment. Through the use of the mobile lab provided by SCEAO, the Global Campus in Rogers provided space and availability for customized, individualized computer training for participants for Microsoft Word 2007 Basics, MS Excel 2007 Basics, MS Excel 2007 Intermediate, MS Excel 2007 Advanced, and MS PowerPoint 2007 Advanced. It also served as an Independent Study proctor site for 44 Benton County students.

Additional activities and accomplishments include collaboration with the World Trade Center on various events, bringing a total of 95 participants into the facility. These events included the Taste of Italy Vendor Fair (in cooperation with Sam's Club corporate office), the Japanese Ambassador Luncheon, and Former Member of British Parliament, Henry McLeish, Luncheon. In collaboration with Larson's Language Center, the Rogers facility also offered English and Spanish classes, which drew 23 participants. An informational session and facility tour for members of the Arkansas Association of Two Year Colleges during their annual conference were conducted as well as an informational tour to 12 Ukrainian Judges, in association with the Study Abroad Office.

A relationship with the Rogers Chamber of Commerce members was established through attendance at chamber functions. University main campus involvement included connecting students to Off-campus Connections (OCC), serving on the Nontraditional Student Leadership Award (NTSLA) Committee, meeting with Scholarships Committee, recruiting students from NWACC for business degree-completion program, providing a space for Nursing School comprehensive examinations, hosting a luncheon for the Dean of Education candidate search, and assisting with the elementary degree-completion program by providing space for senior seminar, providing space for prospective juniors to interview to get into program, and helping to host New Student Orientation.

Relationships with area businesses included attendance at the Walmart Home Office for an educational recruiting fair day. Site visits and facility tours included Rogers Chamber of Commerce, Women in Networking, John Brown University, Rogers Convention and Visitors Bureau, Emerging Leaders Committee, select NWACC faculty and staff, First Federal Bank, Walton College Development Team, UA Alumni Association. The program coordinator was selected to serve on the Emerging Leaders Committee and has gained exposure for the facility through this organization.